



Report to Scottish Government on Findings Relating to the Teaching Qualification in Further Education (TQFE) and Teaching Qualifications Landscape in Scotland in Relation to Registration of College Lecturers

1 Purpose

Scottish Government requested GTC Scotland undertake a review of the TQFE landscape in Scotland. This report offsets out the key considerations and provides recommendations for action. Recommendations have been drawn from the focused investigation of TQFE matters by a partnership group established and operational from January to June 2020, ongoing considerations at the strategic College Lecturer Registration Working Group (CLRWG) and leadership of a pilot programme exploring lecturer registration.

2 Introduction

GTC Scotland has completed a review of the TQFE landscape in Scotland in 2020, acting upon a request to make recommendations to the Scottish Government that would support the national programme to deliver college lecturer registration in partnership with Colleges Scotland, EIS FELA and the Scottish Funding Council. This request to review and report on the TQFE landscape in Scotland was made in a letter from Richard Lochhead, Minister for Further Education, Higher Education and Science, to Ken Muir, Chief Executive and Registrar at GTC Scotland, in December 2019. In the letter, Ministers asked that the report be submitted with recommendations to the Scottish Government in December 2020.

This request has been fundamental to the work GTC Scotland is undertaking to deliver the national programme of registration of college lecturers. The review was carried out at GTC Scotland through the CLRWG chaired by Ken Muir, Chief Executive and Registrar at GTC Scotland. The CLRWG consists of representatives from Colleges Scotland, EIS FELA, Scottish Government and GTC Scotland and is responsible for leading the partnership approach to achieving college lecturer registration.

GTC Scotland was tasked specifically to review the following for the Scottish Government. Copies of the Annexes are attached as Appendices to the report.

- Review TQFE criteria (Annex D) – Attached as Appendix 1
- Sufficiency, supply and demand
- Review entry requirements (Annex C) – Attached as Appendix 2
- Pathways
- Equivalencies
- Models of delivery

A short-term working group was set up, reporting to the CLRWG from January 2020 to June 2020 to investigate the key areas of study within the TQFE review. This group included key stakeholders such as Universities delivering the TQFE, Colleges Scotland/Employers' Association, EIS FELA, College Development Network and college senior leaders. Scottish Government was also a key stakeholder in the group, however, due to staffing changes with Scottish Government colleagues at Atlantic Quay, GTC Scotland was unable to secure a representative of the Scottish Government on the short-term working group.

As part of this review of TQFE, GTC Scotland also explored what new routes to registration may be available to establish registration for all college lecturers in Scotland; within the existing statutory instrument – The Public Services Reform (General Teaching Council for Scotland) Order 2011.

3 Background to TQFE in Scotland

The current provision of the TQFE evolved from the National Guidelines on Provision Leading to the Teaching Qualification (Further Education) and Related Professional Development (Scottish Office, 1997) which incorporated expectations on the provision of TQFE and a set of Occupational Standards based on core competences.

The standards which underpin TQFE have been reviewed a number of times since 1997: see for instance Scottish Executive (2003a, 2003b) reviewing the occupational standards, the setting of the professional standards of Scottish Executive (2006), Scottish Government (2012), with the most recent review led by the College Development Network (2018). Over the course of these reviews, changes were made in consideration of changing contexts such as developments in legislation, ICT and the changing roles and responsibilities of college lecturers.

Prior to the contractual changes contained in National Agreements for college lecturers (see NJNC Agreements of May 2017, November 2017 and NJNC Circular 3/18), TQFE had been a non-compulsory professional learning qualification approved by Scottish Government. GTC Scotland did, however, invite voluntary registration of college lecturers with TQFE on to the Register of Teachers with the provision of further education (FE) registration.

The Teachers (Education, Training and Recommendations for Registration) (Scotland) Regulations 1993 (the 1993 Regulations) (which have now been revoked by the 2011 Order) initially set the qualifications criteria for registration with the GTC Scotland as a teacher. The recognised qualifications included a Teaching Qualification (Further Education), defined as a qualification to teach a subject or subjects in educational establishments providing further education.

The Public Services Reform (General Teaching Council for Scotland) Order 2011 (the 2011 Order) revoked the 1993 Regulations. The 2011 Order maintained GTC Scotland as the registration and regulation body of teachers in Scotland. Article 16 of the 2011 Order sets out the conditions for entry on to the Register of Teachers. It states that *“the GTCS must include an individual in the register if... (a) it is satisfied... (i) that the registration criteria are met in relation to the individual”*. GTC Scotland is required, under the terms of the 2011 Order, to make Rules in relation to the registration criteria for entry onto its Register. GTC Scotland requires, through its Rules, that those qualified in Scotland must hold a TQFE to gain registration on to the Register of Teachers in the FE category. As such, a TQFE is necessary to seek registration in the category of FE with GTC Scotland.

While GTC Scotland is provided with the power to determine what constitutes a recognised teaching qualification for individuals seeking registration as a school teacher, Article 30 (1) of the 2011 Order states that *“the Scottish Ministers determine what constitutes a recognised teaching qualification for individuals seeking registration as a further education teacher”*. It is under this power that the Scottish Ministers published Model Scheme of Provision for a programme leading to the award of a TQ(FE) (Annex D) [attached as Appendix 1] and it is for the update of this determination that Scottish Ministers have requested GTC Scotland's assistance.

Gaining a TQFE and registration with GTC Scotland within two years of the commencement of employment has become a contractual requirement for all lecturers, commencing employment on or after 1 April 2019. Lecturing Staff in post prior to 1 April 2019 who have indicated a willingness to undertake TQFE but who have not started the course will be given priority to enrol in such a course over staff commencing employment from 1 April 2019. However, lecturers appointed prior to April 2019 are not contractually obliged to undertake a TQFE. There is, therefore, a requirement to consider lecturers who currently do not have TQFE to support

them to gain registration with GTC Scotland as a lecturer. A TQFE award provides evidence of meeting the required Professional Standards and plays an integral role in enhancing lecturer professionalism.

As a step towards promoting and enhancing lecturer professionalism and in anticipation of professional registration of college lecturers by GTC Scotland, the ownership and responsibility for the Professional Standards for Lecturers in Scotland's College was transferred from the Scottish Government to GTC Scotland in December 2019.

4 TQFE Sufficiency - Supply and Demand

There are three Higher Education Institutions (HEIs) currently approved by the Scottish Government to provide the TQFE in Scotland:

- University of Aberdeen;
- University of Dundee; (Note: The University of Dundee withdrew from delivery of TQFE in 2021/21 academic year); and
- University of Stirling.

The TQFE is offered at two different levels, with all providers offering an undergraduate level programme at SCQF level 9 and post-graduate certificate programme at SCQF level 11. Regardless of level of study or the provider, a TQFE consists of 60 SCQF equivalent Credits of study requiring a notional 600 hours of student learning. There is a requirement for TQFE candidates to undertake a minimum of 120 hours of teaching practice over the duration of the TQFE. This includes two observations of practice - the first observation conducted by staff from the TQFE provider and the other from the college co-tutor/mentor. The TQFE candidate reserves the right to opt to share, or not, the outcome of the first observation with the second observer.

Most of the participants undertake the TQFE as an in-service professional teaching qualification although a small number of participants study TQFE as a pre-service award through the University of Stirling (at both undergraduate and Masters level provision). The number of participants of TQFE at post-graduate level outnumbered those at undergraduate level in academic years 2017-18 and 2018-19, with a change of balance in the 2019-20 academic year for which 48% of the total TQFE registrations were at post-graduate level.

Table 1: Registration numbers for TQFE over three academic years (based on data from TQFE providers)

Academic year	2017-18	2018-19	2019-20
Pre-Service Level 9	7	3	7
Pre-Service Level 11	28	27	25
In-Service SCQF Level 9	120	116	157
In-Service SCQF Level 11	159	130	129
<i>Total Level 9 Intake</i>	<i>127</i>	<i>119</i>	<i>164</i>
%	(40.44%)	(43.11%)	(51.58%)
<i>Total Level 11 Intake</i>	<i>187</i>	<i>157</i>	<i>154</i>
%	(59.56%)	(56.89%)	(48.42%)
Total Intake Per Year	314	276	318

5 College Lecturer Registration with GTC Scotland

There is no legal mandate for college lecturers in Scotland's Colleges to register with GTC Scotland in order to teach in a college (as there is for teachers in Scotland's schools). Those college lecturers who are presently registered with GTC Scotland have done so on a voluntary basis as part of the implementation of Professional Update in the sector or are already GTC Scotland primary or secondary registered teachers who are now working in the college sector as a college lecturer.

All current entry to the Register of Teachers is based on qualification. In terms of inclusion of college lecturers, current Rules allow GTC Scotland to register lecturers with a teaching qualification in further education (TQFE) or those lecturers with a primary or secondary education teaching qualification and further education experience.

From August 2021 GTC Scotland plans to register fully qualified and suitably experienced lecturers (with TQFE or equivalent, 190 days teaching experience, a satisfactory reference and ePVG) in a way which is acceptable to the sector. It is envisaged that registration for lecturers who do not meet these criteria will come on stream throughout the academic year 2021-22. A revision to GTC Scotland's Registration Rules is required to support the development of routes to registration for all lecturers.

6 GTC Scotland Key Findings

Theme	Summary
TQFE Supply and Demand	<p>Data provided by the Scottish Funding Council (SFC) in 2018-19 shows there are potentially 2867 headcount of lecturing staff working across Scotland's colleges who do not hold a TQFE. Universities and other partners will need clarity on expected potential numbers coming forward for TQFE to plan effectively and timeously to meet demand.</p> <p>GTC Scotland launched the national programme of college lecturer registration in November 2020 with three pilot colleges, Dundee and Angus College, Forth Valley College and Glasgow Kelvin College. GTC Scotland collected and analysed the teaching qualifications data from the pilot colleges to gain an understanding of the teaching qualifications profile of lecturers in Scotland's colleges and the types of other learning and development qualifications held, such as PDA and Assessor qualifications which may form potential pathways to TQFE. There is currently no clear pathway to TQFE in Scotland for lecturers who do not hold an HND or equivalent in their subject (as required by Annex C) [attached as Appendix 2].</p> <p>Pilot data was compared to data provided by the Scottish Funding Council across 2016-17, 2017-18 and 2018-19 on lecturers holding teaching qualifications. GTC Scotland is aware that the SFC data is not 100% accurate as it counts assessors and trainers in the data collection and the working group established that there are some colleges who have counted certain Scottish teaching qualifications as equivalent to TQFE, but which may not be equivalent for GTC Scotland registration as set out in the 2011 GTC Scotland Order.</p> <p>It was determined that except for the Stirling pre-service programme, the TQFE current provision can increase numbers. Stirling University noted that its pre-service provision is currently capped at 35 due to staff capacity for that particular provision. This would not affect current lecturers working in Scotland's colleges who require to gain in-service TQFE. The Universities did note that applications would need to be received by May each year to upscale resources. A recent decision by the University of Dundee to postpone TQFE for academic year 2020-21 because of Covid-19 has impacted on the numbers of TQFE available places for 2020-21 intake. It is highly likely that the demand for TQFE will outstrip supply at current levels of provision. It is noted that a current consultation is underway to support a new supplier of TQFE to come on stream from early 2021.</p>

Based on pilot data collected by GTC Scotland, lecturers eligible for GTC Scotland registration in the Further Education category (with a TQFE, or eligible primary or secondary qualification) are:

College	No. Lecturers Required to Register with GTCS	Eligible	Without TQFE	% Eligible
Dundee and Angus College	444	293	151	65.99
Forth Valley College	277	225	52	81.23
Glasgow Kelvin College	294	214	80	72.79
Total	1015	732	283	72.12

Table 2: GTC Scotland registration pilot data capture: July 2020

Table 2 shows that 72.12% of lecturers across the three pilot colleges are eligible for registration and there are 283 lecturers without a TQFE or eligible primary/secondary teaching qualification. This is in contrast to the data from the SFC from 2018-19 which showed approx. 64.13% of lecturers with a TQFE or equivalent. It is important to note that the qualifications which may have been deemed as equivalent may not transfer into equivalence in terms of a teaching qualification for registration. It remains within the powers of Scottish Government Ministers to determine an appropriate teaching qualification for lecturers of FE.

The qualifications profile of lecturers in Scotland's colleges without TQFE is imperative to inform pathways to TQFE and registration. GTC Scotland is aware that although the data from the three pilot colleges combined is 72.12% (table 2 - TQFE/primary/secondary qualified for entry to the GTC Scotland Register of Teachers), according to the SFC 2018-19 data, there are colleges in Scotland who are below 65% qualified.

SFC Total Lecturers' Headcount 2018-19	No. of Lecturers with TQFE (or equivalent)	No. of Lecturers without TQFE or equivalent	% Eligible	% Not Eligible 2
7992	5125	2867	64.13	35.87

Table 3: Scottish Funding Council Staffing Return Data 2018-19

TQFE Approval and Accreditation and Entry Requirements

GTC Scotland has been actively working with the Scottish Government to explore responsibilities in relation to TQFE. The determination of what constitutes an appropriate qualification for college lecturers sits with Scottish Ministers. Section 30 of the Public Services (GTC Scotland) Order 2011 outlines the nature of this determination. GTC Scotland had previously proposed that temporary power be devolved to allow GTC Scotland to both accredit any new TQFE programmes and undertake equivalency assessments of other qualifications. After extensive engagement GTC Scotland has received confirmation from the Scottish Government that formal change to the Order 2011 would be required to review responsibilities in this area. It has further been established that the Scottish Government will now begin to undertake the required consultation process (under section 30 of the Order) to allow a new provider of a TQFE programme to potentially come on stream. GTC Scotland is supporting the Scottish Government with this process. This goes some way to addressing the issue with an additional number of

	<p>places being available across the country. It is noted however that it appears as though individual consultations by the Scottish Government will be required for any further providers considering the future possibility of offering a TQFE which presents serious challenges around sustainability of such an approach. This approach has also identified an area of risk in that GTC Scotland was previously asked by the Scottish Government to undertake the accreditation of the existing TQFE programmes, which it did, under the same legislation.</p> <p>The area of TQFE approval and accreditation and respective roles and responsibilities requires further urgent consideration.</p>
<p>Statistics and supporting data</p>	<p>The Scottish Funding Council staffing return is a key data collection tool for colleges to provide an annual sectoral overview of college staffing data. GTC Scotland is ensuring that the national programme of college lecturer registration data lines up with the SFC annual staffing return in order that the Annual Staffing Return Data Fields and guidance for colleges can inform and support colleges to track the progress of qualified lecturers for the purposes of college lecturer registration. This is fundamental to ensure that college returns accurately reflect the requirements set out within the GTC Scotland 2011 Order that TQFE is the qualification required by Scottish Government for entry to the Register of Teachers.</p>
<p>TQFE Pathways and Progression to Full Registration and TQFE Equivalency</p>	<p>All current entry to the Register of Teachers is based on qualification. In terms of inclusion of college lecturers, current Rules allow GTC Scotland to register lecturers with a teaching qualification in further education (TQFE) or those lecturers with a primary or secondary education teaching qualification and further education experience.</p> <p>The determination of what constitutes an appropriate teaching qualification for college lecturers sits with Scottish Ministers. Section 30 of the Public Services (GTC Scotland) Order 2011 outlines the nature of this determination. GTC Scotland had proposed that temporary power be devolved to allow it to both accredit any new TQFE programmes and undertake equivalency assessments of other qualifications. After extensive engagement, GTC Scotland has received confirmation from the Scottish Government that formal change to the Order 2011 would be required to review responsibilities in this area.</p> <p>Section 17 of the Public Services (GTC Scotland) Order 2011 defines recognised teaching qualifications for entry to the Register as: <i>‘The Registration criteria set out in the GTCS rules must provide that an individual may be registered only if - the individual has obtained a recognised teaching qualification; or the GTCS is otherwise satisfied that the individuals education training or experience warrants the individuals registration’.</i></p> <p>It is therefore entirely possible that GTC Scotland can validate defined routes to registration under section 17(b). In order to maintain the integrity of registration this would be limited to specific qualifications which meet defined criteria. This assessment would not seek to determine equivalency to TQFE as an appropriate qualification for lecturers, as this is not within the scope of GTC Scotland’s remit, but would establish whether specific qualifications were, alongside associated service, appropriate to achieve GTC Scotland registration. This approach would require the establishment of a GTC Scotland validation process to assess suitability for inclusion on the Register.</p> <p>College Lecturers Appointed After April 2019</p> <p>It is proposed that entry to the Register of teachers is qualification-based for college lecturers appointed after 1 April 2019 with full registration status available for college lecturers who:</p>

- (i) have successfully completed TQFE and have a minimum number of agreed hours further education service; or
- (ii) have successfully completed a primary or secondary teaching qualification and have a minimum number of agreed hours further education service; or
- (iii) have successfully completed a GTC Scotland validated route to registration and have a minimum number of agreed hours further education service.

College lecturers with full registration status are required to undertake Professional Update.

It is proposed that GTC Scotland publishes college lecturer validated routes to registration separately to the revised Registration Rules.

It is proposed that **provisional registration** is available for college lecturers who:

- (i) have successfully completed TQFE and are working to achieve a minimum number of agreed hours further education service; or
- (ii) have successfully completed a primary or secondary teaching qualification and are working to achieve a minimum number of agreed hours further education service; or
- (iii) have successfully completed a GTC Scotland validated route to registration and are working towards a minimum number of agreed hours further education service.

It is proposed that **conditional registration** is available to college lecturers who have further education experience (minimum number of agreed hours) and:

- (i) are undertaking a TQFE; or
- (ii) are undertaking a GTC Scotland validated route to registration.

Issues identified with this approach include: defining an acceptable time period for conditional registration which aligns with the required timeframe for TQFE completion and defining an agreed minimum number of teaching hours. However, the biggest likely issue in maintaining a qualifications-based approach to registration is defining how best to include newly-appointed lecturers on to the Register of Teachers who have neither qualification or experience.

College Lecturers Appointed Prior to April 2019

It is proposed that entry to the Register of Teachers is also qualification-based for college lecturers appointed prior to 1 April 2019. That is, the proposals outlined above for lecturers appointed after April 2019, apply to all all lecturers with TQFE, primary, secondary or other validated routes to registration regardless of commencement date of employment.

It is further proposed that a time-limited and ringfenced registration arrangement is determined for those lecturers appointed prior to 1 April 2019, who do not meet the criteria for registration outlined above, are required to register with GTC Scotland but who are not required to achieve a TQFE. It is possible that such a 'grandparenting clause' can include some form of accredited prior learning assessment.

TQFE Qualification Review and Future Scoping of Provision	<p>Access to TQFE requires further consideration to ensure that lecturers teaching fractional/part-time contracts are not being disadvantaged in practice and are not facing barriers to accessing TQFE. The provisions of the Equalities Act 2010 and the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000 ensure that they should have equal access to TQFE and contractual provisions which support this, such as the agreed reduction in class contact time through the NJNC Agreements.</p> <p>There is a need to explore contemporary models of delivery/alternative routes which have the potential to offer flexibility and choice for all lecturers, regardless of their contract type. Understanding the barriers to obtaining TQFE and challenges to access for individuals is crucial. It was noted within GTC Scotland's professional registration sub-group that any potential attempts to reduce the 120 hours teaching practice required within TQFE could be limiting as there needs to be sufficient practical teaching experience and observation/assessment of teaching which is fundamental within a teaching qualification.</p>
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7 Recommendations

Linked to the review of future workforce requirements and through the National Collective Agreements reached through NJNC Circulars 03/18 and 03/19 and subsequent discussions, the requirement was set out for all college lecturers be professionally registered with GTC Scotland.

Extensive work has been carried out to progress the complexities of registering all college lecturers, directed by the College Lecturer Registration Working Group which has representation from Scottish Government, EIS FELA, Colleges Scotland/Employers' Association and GTC Scotland. Among those complexities are a number of critical ones relating to TQFE.

GTC Scotland has already begun work on two areas of priority highlighted through the review of the TQFE landscape:

Recommendation 1 Registration Routes and Rules

It is recommended that GTC Scotland proceed with establishing the required processes and the revision to Registration Rules 2015 to support validated routes to college lecturer registration. It is further recommended that more detailed proposals are developed in relation to both the treatment of newly-appointed lecturers who do not meet the criteria for inclusion on the Register and potential options for a registration 'grandparenting clause' for lecturers appointed prior to April 2019 who do not meet the criteria for inclusion on the Register.

Recommendation 2 Data and Statistics

It is recommended that GTC Scotland liaises with the Scottish Funding Council on Annual Staffing Returns data alignment. To fully achieve the aspirations set out in the NJNC Circulars and ensure that all college lecturers are able to be registered, the following recommendations relating to TQFE are made for consideration by **Scottish Government**:

Recommendation 3 Establishment of College Workforce Development Group

It is recommended that the Scottish Government establishes a college workforce development group to take forward:

- planning for longer-term TQFE (and potentially other programmes) supply and demand; and
- development of a new pathway to TQFE (in conjunction with the GTC Scotland routes to registration); and
- future scoping exercise for TQFE taking into account the provisions with the Equalities Act 2010 and the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, as well as exploring contemporary models/alternative routes to initial teacher education for college lecturers.

Recommendation 4 Legislative Review

It is recommended that action is taken to instigate a legislative review for The Public Services Reform (General Teaching Council for Scotland) Order 2011 to ensure parity, coherence and clarity in relation to the accreditation and approval of TQFE programmes in line with established procedures for initial teacher education programmes. Such an approach would trigger a review of Annex C, Annex D and TQFE accreditation consultation processes.

Recommendation 5 Transfer of Responsibility to GTC Scotland

It is recommended that the Scottish Government provide GTC Scotland with the powers to accredit and approve TQFE programmes and assess other programmes for equivalence as part of the action required to meet Recommendation 2 (above) and in line with the transfer of the Professional Standards for College Lecturers to GTC Scotland and the ambition to ensure every lecturer benefits from professional registration with GTC Scotland. It is proposed that the Scottish Government set a date for this transfer of powers in order to ensure the continued progress and long-term sustainability of the lecturer registration programme.

ANNEX D**MODEL SCHEME OF PROVISION FOR A PROGRAMME LEADING TO THE AWARD OF A TQ(FE)**

1. Though it is not intended to be exhaustive or prescriptive, the model set out below provides institutions submitting schemes for approval with an indication of the range of issues and the level of detail that should be included in their submission. The main body of the submission should be tailored to around 12-15 pages in length. More detailed information on content, assessment processes, timeframes etc. should be provided in the form of annexes to the main body of the submission.

Aims of the Programme

2. In setting out the aims of the programme, the submission should at least explain:
 - The approach to professional training and development that will underpin the programme.
 - How the programme meets the requirements of the initial professional standards.
 - How it will differ from existing TQ(FE) programmes.
 - The outcomes that will be used to measure the success of the programme.

Access to the Programme

3. As a minimum, this section should include information on:
 - How students will be recruited to the programme.
 - The procedures for registering and progressing students.
 - Induction arrangements.
 - The arrangements for liaising and collaborating with colleges.
 - Any provision that will be made to allow applicants who do not meet the specified entry requirements to demonstrate that they can attain the required standard.

Programme Design

4. Information on programme design should at least cover:
 - The general content and structure, showing the relationship with the professional standards, the sequence of elements and the rationale for the structure proposed.
 - Provision for teaching practice and arrangements for conducting classroom assessments.
 - An outline of how the programme will take account of, and cater for, the individual needs of students, the particular contexts in which they work (such

as a school/college partnership) and the other agencies and bodies (e.g. HEIs, LECs, employers etc.) with whom they collaborate.

- How the programme will provide students with the skills, knowledge and understanding needed to use a range of different approaches such as flexible learning, distance learning and blended learning.
- How the programme will provide students with the skills, knowledge and understanding to deploy a variety of methods to meet the needs of a diverse range of client groups which includes mature learners, people with disabilities, people from ethnic minority backgrounds, school pupils and vulnerable adults.
- The provision made for underpinning and contextualising professional studies and whether these studies will be provided in complementary units or integrated into the programme.
- The academic standard that has been set, why this standard has been adopted and how it is to be set.
- An outline of the steps taken to ensure that the various elements of the programme, especially the teaching practice and elements delivered by other providers, form a coherent and integrated whole.

Learning and Teaching Approaches

5. Information on approaches to learning and teaching should include:

- An outline of the learning and teaching methods employed in the various elements of the programme.
- The role of independent, resource-based learning.
- The emphasis placed on the use of information and communications technology for learning and teaching purposes.
- Provision for research and investigation.
- The importance that post-employment programmes place on the concept of the reflective practitioner.

Monitoring and Assessment

6. Information provided on these issues should at least cover:

- Arrangements for monitoring progress and associated guidance.
- Arrangements for assessing progress and attainment.
- The roles that tutors, mentors, certificating bodies and other parties play in the monitoring and assessment processes.
- Provision for externality in the assessment process.
- Appeal procedures.
- The form of certification and academic recognition that will be bestowed on students who successfully complete the programme.

Quality Assurance

7. This section should contain a short description of the systems, audits or self-evaluation processes that will be used to monitor and maintain the quality of the curriculum, programme design, teaching, assessment and support and guidance provided for students. More detailed information on existing quality systems may be appended as an annex.

Progression

8. Information on progression should include:
 - An explanation of how the programme relates to post-qualifying provision, by the same provider or others.
 - An outline of any existing or planned provision for continuing professional development.
 - Details of any certification arrangements beyond TQ(FE).

Credit Transfer

9. Submissions should contain explicit details of the amount of credit that will be awarded to applicants who have already completed an appropriate initial teacher training PDA.

ANNEX C**ENTRY REQUIREMENTS FOR TQ(FE)**

1. The teaching qualification (further education) is awarded after the person has successfully completed an approved programme.
2. The normal entry requirements for admission to a programme leading to a teaching qualification (further education) are:
 - a relevant degree from a higher education institution in the United Kingdom (UK) or a degree of an equivalent standard from a recognised institution outside the UK;
 - a relevant associateship or diploma from a higher education institution in the UK or an associateship or diploma of an equivalent standard from a recognised institution outside the UK;
 - a relevant Higher National Diploma (HND) at level 8 on the Scottish Credit and Qualifications Framework (SCQF);
 - a relevant Higher National Certificate (HNC) at level 7 where this is the highest level of qualification available in the UK in the subject area concerned;
 - a part III, full technological certificate, licentiateship or other Senior Award from the City and Guilds of London Institute;
 - in certain subject areas, other qualifications which are of equivalent standard to those listed above.
3. Candidates will be able to transfer credit into TQ(FE) programmes when they have gained the initial teacher training Advanced Diploma: Teaching in Further Education or another teaching qualification of equivalent standard.
4. Candidates must also have both language and number skills which meet the demands of the course. The normal entry requirements will be:
 - a National Qualifications Course award in English at level 6 on the SCQF (or suitable evidence of being able to attain this standard)*; and
 - a National Qualifications Course award in numeracy or mathematics at level 4 on the SCQF (or suitable evidence of being able to attain this standard)*.
5. Candidates should have Information and Communications Technology (ICT) skills equivalent to Intermediate Level 2 (i.e. level 5 on the SCQF)**. This level of skill in the use of ICT is required partly in order to be able to fully participate on the TQ(FE) programme and partly in order to be able to function effectively in the working environment.
6. As post-employment TQ(FE) programmes are based on the idea of reflective practice, Teacher Education Institutions usually require candidates to have experience of teaching in a college or other educational environment.
7. As well as formal qualifications, all applicants should normally have industrial, commercial or other relevant experience.

*Due to their Core Skills content, completion of any of the (new or existing) ITT Professional Development Awards approved by the PDF (see Annex B) also satisfies the entry requirements in respect of language and number skills.

**Completion of either of the new ITT Professional Development Awards approved by the PDF (see Annex B), or of the proposed new CPD unit/award in the use of ICT for learning and teaching, also satisfies the entry requirements in respect of ICT skills.